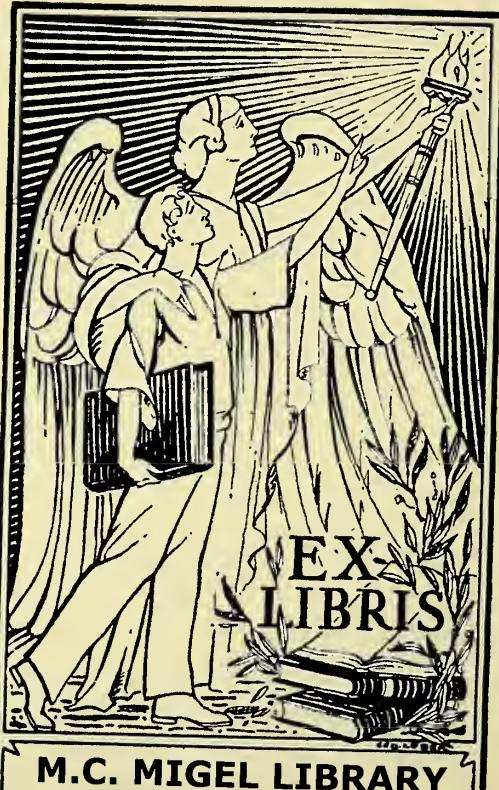


LIGHT FOR MICHIGAN'S CHILDREN
OF THE GREAT DARKNESS

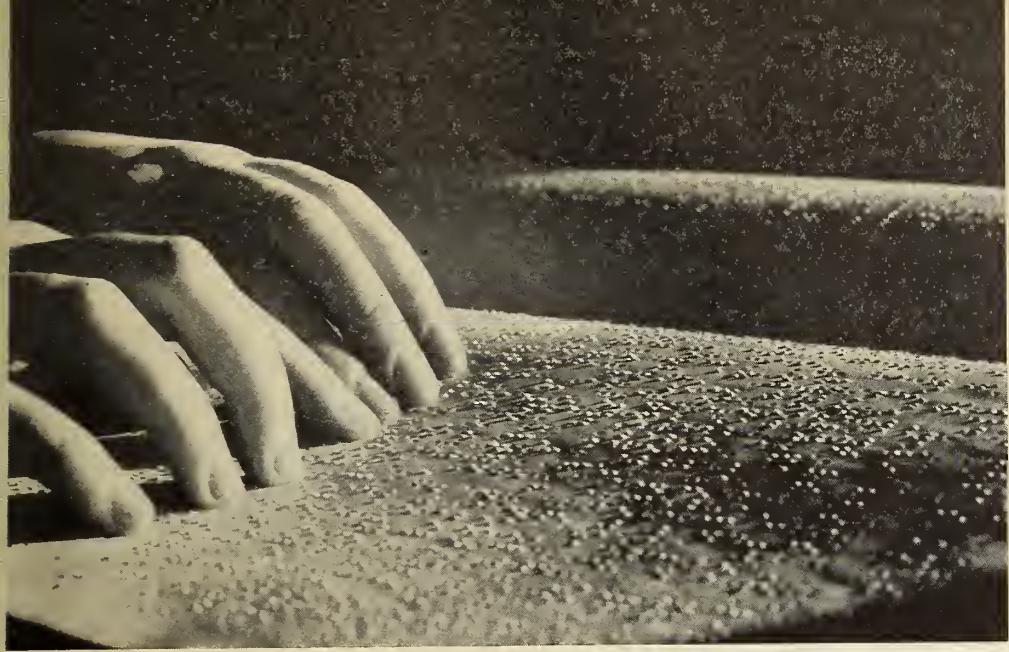
Eldon Robbins

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Eyes of the Blind
M.E.A. Photos

Michigan Education Journal - Feb. 1938.
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"LIGHT" for Michigan's Children of the Great Darkness

• by Eldon Robbins

NOT far from the Michigan Education Building in Lansing is one of the most unique schools of Michigan. Outwardly, it does not differ in appearance from some other Michigan schools. Passersby glancing casually at the buildings surrounding a broad campus see boys and girls strolling from building to building or playing on swings and slides on the playground in very much the same way that children walk and play on a hundred other Michigan school grounds.

It is only when one stops to read the inscription on the nameplate attached to one of the pillars near the entrance of the school grounds, or when one visits the classes in session in the buildings, that the uniqueness of the school is apparent. For this is the Michigan School for the Blind, and these children are the Children of the Great Darkness.

Thanks to modern civilization, the Great Darkness is only a literal darkness. Figuratively, at least, "light" is brought into the life of these blind children and they are able to "see." The "light" is the new world opened to them through education. They "see" this new world with the eyes of the blind-sensitive finger tips which skim the raised dots of a page of Braille, explore the contours of a

raised surface map, and otherwise make use of the devices for educating the blind.

But mankind was not always so considerate of the blind. Josef G. Cauffman, superintendent of the Michigan School for the Blind, explains that in early days the blind were either disposed of or neglected, along with the crippled and the diseased. He points out that the Bible contains many tales of the pitiable condition of the sightless. Kindness to them consisted of giving them a sheltered doorway where they might solicit alms. In the middle ages, monasteries and convents gave shelter to the blind offspring of nobility, but begging remained the only means of livelihood for the majority.

The dramatic incident in the early part of the eighteenth century which forever changed the outlook for the blind is vividly narrated by Supt. Cauffman, who says:

"A country impresario of southern France, one Valindin by name, hit upon a novel way to attract a crowd to his booth at the county fair at St. Ovide. Thought he, 'I will secure a group of blind people to imitate the motions of musicians. I will place foolscaps upon their heads and spectacles astride their

noses. And then with fiddle, bassoon and cello and harp, they will make fun for all to see.'

"And that is what he did," explains Supt. Cauffman. "The crowds gathered and laughed at the sight of blind men pretending to be educated in the arts. But there was one among the crowd who did not laugh. That one was Valentin Hauy, who decided to make the blind read and to teach them to play musical instruments. Hauy accomplished his purpose, and it is to him and to another great Frenchman, Louis Braille, who perfected the point system of reading and writing, that we owe the impetus for modern work for the blind."

In Michigan, the work for the blind began in the middle of the last century. In 1854, the Michigan Asylum for the Deaf, Dumb, and Blind was founded at Flint. Crowded conditions prompted the Legislature of 1879 to have the School for the Blind moved to Lansing, and in 1880 the classes were first conducted on the site of the present school.

The first enrollment was 33. Today, there are 200, of which 139 are boys. The pupils range in age from 7 to 20 years. Occasionally an exception is made and a child is taken in at a younger age if it seems to be the wise procedure, and if the child can care for his own personal needs.

The school offers a course comparable to the public schools of the state, according to Supt. Cauffman. Classes are conducted from the kindergarten through to the twelfth grade. The principal difference in instruction, as compared to other public schools, is in the teaching of reading and writing.

"Vocationally, the blind girl and boy has greater opportunity than most children," Supt. Cauffman states. "Manual arts, weaving, broom and brush making, basketry, metal work, pottery, chair caning, piano tuning, shoe repairing, and home economics, and music are among the vocational subjects offered."

Music Often a Vocation

"Music at the Blind School is not only an art, but a vocation as well, as many of our pupils make their living by means of music. While it is often stated that the blind are gifted with a keener sense of hearing because of their lack of sight, and thus it is easier for them to become musicians, this is not true. The blind do not have better hearing than the sighted, but because their safety in our modern world depends upon their attention to sound, they use their sense of hearing to better advantage than does the sighted person."

When we consider that 90 percent of our crime in the United States is produced by 10 percent of the urban area—mostly slums—and that the average age of criminals is 23 years, the greatest single age being 19 years, and that most criminals are well under way in crime at the age of 18—we ask ourselves, where has society failed?

Youths are just out of high school at the age of 18.

Character building is just as important and necessarily a part of the child's school training as any subject the teacher is assigned to teach; there is no subject and no classroom that can avoid this with fairness to the child. Good character implies a good code of morals and good ethical standards. One must have a sense of pride in honorable and fair dealing and an appreciation of the worth-while things of life. You have chosen the teaching profession; with privilege comes responsibility. It is a privilege to work with young people and I realize only too well your duties are not confined to the session hours alone.

The home has four or five short years to instill by precept and example the standards and ideals on which the foundation of the child's moral life is built. If the church has had its part in this period the child is fortunate. Where the home has fallen short of its duty in this, the task is all the greater for the school.

Teacher's Responsibility Greater

A few years ago the same responsibility was not placed on the teacher as now; at that time the home was the center of the young people's life, and the social activities of the community, in all small centers at least, were centered around the church for the most part. With social standards and values changing so rapidly the problem of character building presents a much more difficult task to the parent and to the teacher. The parents are busy meeting the physical needs of the family and are often slow at adjusting themselves to new standards and the new order of things. The teacher, because of her training and versatility, can much more readily adapt herself to change and in so doing can understand the child.

For the fullest development of character, the child must have faith. He should be taught to have faith in himself, that there is a place in the world for him, and that it can be attained by honest and steadfast effort. This will give him self-reliance.

He must also have faith in others. It develops a sense of duty to others, is conducive to friendship, and is a mark of the growth of unselfishness on his part.

Third, he must have faith in the world today; shall I say in our country? To me

there is too little attention paid to patriotism. I would instill in our boys and girls a consciousness of "our" country on every occasion possible. When they sing, and this would be as often as possible, "My Country 'Tis of Thee," the emphasis would be on the "My"; it is "my" country and anything that belongs to us we protect. I am not militaristic in my tendencies but in the singing of this or our national anthem I love to see people stand at attention; when we stand at attention we "think" what we are singing.

Teach Intelligent Voting

By patriotism, I do not mean politics. I understand in some schools in a recent election the children were given the privilege of voting. This is splendid if they know for what they are voting, otherwise it is forming prejudices and disrespect in their young minds, and prejudice already plays too large a part in adult minds. It is too bad to have its [prejudice] inception in young minds who have to grow to maturity before they have the privilege of using their legal prerogative. If this is done I think the teacher could well spend an hour on having them write the reasons they vote as they do—it is probably more than some of us grown-ups could do.

Fourth—faith in God. I do not know why we shy at this; it should be the foundation of our lives, and certainly those to whom the youth of our country is entrusted. In certain respects scientific training and modern ideas may seem to discredit religious teaching; yet it is one of the most stabilizing influences that society has.

School Belongs to Community

I have a feeling that the school belongs to a certain extent to the community as well as existing for the use of the children. I said statistics showed that the average criminal was well on his way in crime at the age of 18.

For the young people who follow high school with college, their problem is shifted from the community. For those who have finished high school and cannot afford to go to college, the change is abrupt. They have made no place for themselves in the social life of the community, a great many of their group are gone, they still feel attached to the school, but are not permitted to enter into its social life. Is this the right attitude toward our young people and our alumni? When we return to our college we are made welcome, and can enter into all its social life. Is it too much to expect that our high school should do the same? Or, is it a case of not adjusting ourselves to the change in our social order? Webster says, an "alumna" is a nursling—one who or that which is nursed, an infant—a child. Can we not then continue to look after our children? Young people must

have social contact and eventually they will resort to the undesirable places if they are not made welcome where they could fit in, and I believe with their growing sense of responsibility they could fit in, and I believe with their growing sense of responsibility they would have a good influence on the students. I believe there would also be a closer contact between the community and the school if the young people did not feel that barrier, immediately they are out of school. They are barred from its occasional social functions, but permitted to support and patronize its other activities. Eventually they are the citizens and taxpayers of our community.

Many Agencies Aid Youth

Charlevoix County is a very small part of Michigan, a much lesser part of the United States, yet there are agencies working in every State in our Union for our young people. Recently a letter came to me as treasurer of the Red Cross from an agency in California placing before us the case of one of our young boys; this was sent so that we might be advised and alert for this boy's needs if occasion arose. I have since talked with the father and he advises me that through the helpful assistance of our superintendent and teachers he believes the child is now happy in school and that the problems in this respect are working out satisfactorily.

The successful Kiwanis party in lieu of Hallowe'en pranks in Charlevoix was only possible because the school children, and through them others, cooperated and conclusively proved that children will respond when appealed to in the right way. It speaks well for our school and our teachers also. I believe respect for law and order should be instilled in all children. If they are not law-abiding children, they will not be law-abiding citizens. I recall some years ago when I was in Detroit a certain high school had an organization they called the "Square Corner Club." It was learned that children going to and from school were crossing lawns and making paths on the greens. This club was formed, and the members pledged themselves to make square corners. This was not only a protection to property but taught the children to respect other people's property and brought to them a consciousness of other people's rights. We sometimes forget that freedom and liberty do not give us a license to do certain things; that freedom and liberty are only ours when they do not conflict with the other party's rights.

As a country we realize as never before that it is not enough to have our jails and penitentiaries for criminals—we must lend every effort tirelessly in preventing crime and waywardness—an ounce of prevention is ever worth a pound of cure, and the saving of one life—who can measure?

In teaching beginning pupils to read, a peg board is used in which the child places round-headed nails in holes in the board, arranging them according to the Braille point system of reading. As the child progresses, he learns to read Braille with the fingers of both hands, and fluent readers can cover one-third as much written material as can the average sighted reader.

Not only do blind children learn to read Braille, but they also learn to write by the point system. In writing, the child places a sheet of stiff paper under a metal plate which is pierced with rows of holes. The child punches the Braille writing on the paper with an instrument resembling a blunt ice pick.

Typewriters which write Braille instead of the usual letters of the alphabet are part of the equipment used in educating Michigan's blind children. As this method of writing is much faster than punching dots in the paper by hand, each child is encouraged to develop his ability on the Braille typewriter.

Teaching blind boys and girls to read and write is a simple process compared to the patience and ingenuity required for teaching children who are not only blind but deaf also. As these children cannot hear the teacher's instructions, a different method is used.

Teaching the Blind-Deaf Child

The child who is both blind and deaf first learns simple commands, such as "stand up," and "sit down." In learning these, he places his finger tips on the teacher's lips, while the teacher slowly and distinctly repeats the command. After learning the commands, the child learns to talk by imitating the lip and tongue positions of the teacher. After years of patient effort, the blind-deaf child learns to talk and to read and write Braille.

"Because it is the aim of the school to have sound bodies house sound minds, physical education and sports are stressed," said Supt. Cauffman. "This season, our football team won four games out of seven in competition with sighted boys of Class D high schools. Four of the boys on our team were totally blind, while the others had some amount of vision. Swimming, basketball, track, dancing, and all sorts of games go to make up the recreation program of the school."

Boy Scouts, Hi-Y, Girl Reserves, and similar organizations have chapters on the campus of the school. Each pupil is also urged to attend the church of his choice, and for those who are not able to leave the campus, non-sectarian chapel services are held each Sunday morning.

While board, room, and laundry at the school are provided by the State of Michigan without charge to blind boys and girls, the children must provide their own clothes and transportation to and from the school, unless the child comes from a home unable to do so, in which case the clothing and transportation expenses are paid by the State and charged back to the county from which the child came.

Admission Regulations Are Few

Admission to the school is obtained through application to the superintendent of the institution. All blind girls and boys in Michigan are eligible for admittance. The only regulations are that the child must be free from contagious disease, mentally capable of receiving instruction, his vision must be so defective that he cannot be educated at home, and he must be within the age limits of seven to twenty years. While the school has a compulsory attendance law, Supt. Cauffman explains that it seldom is necessary to invoke the law, as there is usually a waiting list of children desiring to enter the school.

Facilities for educating blind children are available in the public school systems of three Michigan cities. Detroit has five classes for blind students and enrolls fifty-two children. Grand Rapids and Battle Creek each have a class for the blind.

After a boy or girl has completed the course at the Michigan School for the Blind, an attempt is made to obtain employment for the graduate. A visiting teacher and a social worker devote full time to this service, and have met with considerable success.

"It is difficult to place a blind man on a job, because of the prejudice people carry against giving a blind person a chance in industry, believing that he cannot care for himself around machinery," said Supt. Cauffman. "This is more or less ridiculous. We have had a shoe repair shop on our campus for years where the students use high powered electric machines which are exactly like those used by sighted persons. So far, we never have had an accident with these machines, and the boys not only learn to operate the machines, but also to repair them."

Graduates of the school have become successes in the business world outside, according to Supt. Cauffman. A judge,

a college professor, a superintendent of schools, merchants, weavers, and life insurance agents are graduates from the Michigan School for the Blind.

Opportunities for training the *adult* blind are provided at the Michigan Employment Institute for the Blind at Saginaw. Training for *adult* blind people is provided also by the League for the Handicapped in an institution located in the Detroit metropolitan area and sponsored by the Junior League.

"There is about one blind person per thousand population, or about five thousand blind persons in the State of Michigan," said Supt. Cauffman. "Of course, we are interested in reducing blindness, and a program of prevention is carried on in connection with the social workers department of the school. Accidents and disease cause many cases of blindness. Medical science is constantly fighting the one cause, while various agencies are fighting the other, and in time the number of blind persons will no doubt be greatly reduced."

While blindness is an affliction dreaded by a sighted person, the work of the Michigan School for the Blind offers proof that a blind person may become a useful member of society. Science, modern civilization, and patient teachers have brought "light" to Michigan's Children of the Great Darkness.



Above—Hand rails guide blind children about the campus.

Below—A slide is part of the playground equipment at the Michigan School for the Blind.

Pupil Interests and Needs as a Basis for Curriculum Development . . .

MEMBERS OF PANEL: O. I. Frederick, director of curriculum program, Saginaw; J. E. Pease, superintendent, North Muskegon; John B. Geisel, high school principal, Alpena; J. Murray Lee, professor of education, University of Wisconsin; Lyle Hotchkiss, principal, Salina Junior High School, Dearborn, chairman; Rudolph Lindquist, director, Ohio University School, and curriculum consultant, Cranbrook School, interviewer.

Excerpts from paper by O. I. FREDERICK

● "Each pupil in school has a wide variety of interests and needs. The needs and interests of the various pupils in each grade and in each class differ widely. Many interests, however, are common to large numbers of individuals. Some interests are fleeting, others are persistent. Many interests are highly desirable and others are undesirable. Interests and needs often coincide. In many instances, however, an individual has an actual need of which he is not aware and in which he therefore has not developed an interest. In other instances a person is interested in something which he thinks he needs but which he really does not. Interests may be modified by the environment of the individual, be that environment his neighborhood, his friends, his school surroundings, or his teachers. Interests are highly contagious."

"In view of the preceding considerations, the interests of pupils are of vital importance in happy and economical learning. Teachers and school administrators should study and use the desirable interests of pupils effectively in guiding their educational growth. Pupils and teachers should cooperatively plan, develop, and evaluate the activities in which the pupils engage. Teachers and school administrators should guide pupils in developing, broadening, and improving their present interests and facilitate the discovery and cultivation of new and better interests by the pupils."

"The wide differences in the dominant interests of pupils within any given grade or class calls for flexibility and variety, in both the procedures employed and in the activities in which the pupils engage. Within a unit of work, one small group may be engaged on one phase of the undertaking while other small groups are engaged on other phases of the unit. At times all the class may be wholeheartedly interested in the same type of work. The work of the various groups can be kept coordinated and harmonized and yet provide for division of labor. Reports can be made by each group at suitable times and the other groups can be an interested audience. This procedure calls for the use of a much wider variety of curriculum content than the usual, including books, magazines, newspapers, and material and information gathered first-hand outside the school."

* December 3, 1937, Lansing.

"Pupils are interested in their surroundings and they need to increase gradually their understanding of and participation in the physical and social environment. It appears desirable for the pupils in early elementary grades to become better acquainted with the physical and social environment fairly near at hand, and in the upper elementary grades to broaden their horizons both in terms of space and time and gain a better understanding of the influence of different physical environments and social institutions on life. Likewise, in the junior high school grades emphasis apparently could be placed to advantage on adjusting to and using the physical and social environment, and in the senior high school the emphasis could be placed to advantage on controlling and improving the physical and social environment. Thus, the pupils would be gradually expanding their horizons and gradually dealing with problems of life on a more and more mature level as they developed toward maturity."

"Since pupils either themselves encounter problems in the various major areas of human activity, or have friends or parents who do, they are naturally interested in problems of life in such areas of living as protecting life and health, making a home, getting a living, securing an education, expressing aesthetic and religious impulses,

cooperating in social and civic action, improving material conditions, and engaging in recreation. These, or similar areas of living, could well be considered by the pupils in each grade of the school system. The problems to be considered in each area would naturally differ in the various grades to provide for the progressive growth of pupils. The suggestive problems for each grade may constitute an integrated core-curriculum, or the problems may be allocated to appropriate subject fields. Many of the problems of life, however, cannot be considered adequately without drawing upon several fields of knowledge. One teacher may broaden her horizon and perspective and teach a given large problem or two or three teachers may cooperate in teaching such problems. Other problems are more specialized in nature and may be taught in separate courses by individual teachers."

Exploratory Courses Needed

"Junior high schools also have an obligation to offer exploratory courses especially designed to help pupils discover their major fields of interest. The senior high school should provide a wide variety of elective courses and clubs as a basis for meeting the widely varying needs and interests of the pupils."

"The interests and both the present and future needs of the pupils can be provided for much more adequately if many kinds of curriculum content, activities, and procedures are used, and if the curriculum is life-centered and organized in such a way as to promote the gradual growth of the pupils toward maturity physically, emotionally, mentally, and socially."

Safety Education . . .

Reported by GEORGE A. MANNING, high school principal, Muskegon.

MEMBERS OF PANEL: Kenneth L. Heaton, director, Cooperative Bureau for Educational Research, Department of Public Instruction; Corporal Van Blankensteyn, Michigan State Police; L. D. Randall, superintendent, Chesaning; Glenn Olson, high school principal, Grand Haven, chairman; Guy Hill, professor of education, Michigan State College, interviewer.

● Dr. Hill emphasized the fact that safety education covers as wide an area as the general activities of the human being. He pointed out, however, that for the purpose of discussion the field would have to be narrowed. In spite of the insistence of Dr. Heaton that the whole subject should be considered in its broadest aspects, the discussion finally narrowed to the field of traffic safety.

The system of traffic instruction for high school students at Chesaning, Michigan, and Lane Technical High School in Chicago, was presented and commented

upon. It was shown that the time for the peak of accidents during twenty-four hours had shifted from 5:00 to 7:00 p.m. to 2:00 to 4:00 a.m. This indicates, of course, the close relation of the present liquor situation to most accidents.

The point was stressed that the new regulations requiring a much more elaborate examination before a driver's license is issued should and probably will result in the elimination of many unfit drivers. A comparison was made with the long and rigorous training of a locomotive engineer. Aside from a careful selection of

Children of the Great Darkness

(See Article Page 274)

THE CAMERA portrays the education of blind boys and girls in this series of pictures taken at the Michigan School for the Blind at Lansing. The photos on this page illustrate the academic work of the school, while those on the next page show different phases of the vocational training program. Because of the individual nature of the work, the classes are smaller than in schools for sighted children. Teachers must possess unlimited patience, especially when instructing children who are deaf as well as blind. It often requires years of effort to accomplish the first step in the education of such children, the understanding of simple commands.



First step in the education of the blind-deaf is the teaching of simple commands, such as "sit down," and "stand up." The thumb of the blind-deaf child is placed on the lips of the speaker.



Beginners at the Blind School learn to write their names in Braille by arranging round-headed nails in peg boards.



Braille writing is taught with stylus and slate. The slate is a perforated strip of metal which guides the learner as he punches impressions in the paper with a stylus.



Mastery of the Braille typewriter is a goal in the program of education for blind boys and girls. The machine has fewer keys than the standard typewriter and provides a medium for rapid writing.



Geography is taught with the aid of maps having raised surfaces. The student learns the outlines of the countries by feeling the contours of the map.



BECHTOLD



CROSBY



DOWN



O'HARA



RANKIN

Michigan Education Association Commission Chairmen

■ Four chairmen of M.E.A. Commissions have been re-elected this year. Dr. Paul T. Rankin, supervising director of research and informational service, Detroit public schools, was again chosen chairman of the Program Planning Commission; Ray H. Bechtold, principal, Birmingham High School, continues as chairman of the Professional Problems Commission; Otis Crosby, in charge of informational service for Detroit public schools and editor of the *Detroit Educational News*, is again chairman of the Publications Commission; and Supt. Edgar F. Down of Ferndale was re-elected chairman of the Legislation Commission. Rankin and Bechtold are serving their third terms as Commission chairmen; while Crosby and Down are serving their second. Supt. Donald O'Hara of East Lansing, chairman of the Public Relations Commission, is completing his first term of office. The Finance and Membership Commission is without a chairman at the present time, as George D. Gilbert, Upper Peninsula representative of the Department of Public Instruction, resigned as chairman of the Finance and Membership Commission when he resigned from the M.E.A. Board of Directors.

District Presidents Conference

■ Sixty-eight districts of the Michigan Education Association were represented at the second annual meeting of M.E.A. District Presidents at Lansing, January 8. The program of the Michigan Education Association and of the State Department of Public Instruction, suggestions for district activities, and a discussion of M.E.A. publications and public relations, featured the meeting. Speakers included, Dr. Lee M. Thurston, deputy superintendent of public instruction, Supt. Harley Holmes of Marshall, president of the Association; and the following Association staff members: Dr. A. J. Phillips, executive secretary; Arthur H. Rice, director of the division of publications and public information; Wesley E. Thomas, director of field service; and Eldon Robbins, assistant director of publications and public information.

New Board Member

■ The Board of Directors of the Michigan Education Association at its meeting in January selected Louisa Durham, principal of the Lakeview Junior High School, Battle Creek, as a member of the Board to succeed Clair Taylor. Mr. Taylor resigned recently when he accepted a position as director of the finance division of the State Department of Public Instruction. Miss Durham was chairman of M.E.A. Region Eight in 1937. She graduated from Battle Creek High School and received her professional training at Western State Teachers College and Columbia University. She is a member of Kappa Delta Pi.



DURHAM

Heads National Organization

■ Dr. John L. Seaton, president of Albion College, was elected president of the Association of American Colleges at a meeting of that organization held recently in Chicago. The Association has 530 institutional members. Dr. Seaton is a member of the Board of Review of the North Central Association of Schools and Colleges, president of the University Senate of the Methodist Episcopal Church, and a member of the National Advisory Service of the American Council on Education.



SEATON



Second Annual M.E.A. District President's Conference.



Vocational education is a fundamental in the curriculum at the Michigan School for the Blind. Replacing the cane seats of chairs is a type of furniture repairing taught.



Weaving not only provides an opportunity for the blind to be self-supporting, but is also an outlet for self expression.



Piano tuning is another vocation taught. Many blind persons are partially or entirely self supporting as the result of this training.



Broom making is taught at the Blind School. Students learn each step in the process so that they can manufacture the finished product alone after graduation.

Causes of Blindness

CARELESSNESS and ignorance are responsible for many cases of blindness, according to the records of causes of blindness as compiled at the Michigan School for the Blind. Play accidents accounted for 5.9 percent of blindness, while 3.2 percent was caused by gun accidents. Gonorrhea was responsible for 12.3 percent of blindness.

Failure to apply a medicated solution to the eyes of newborn babies accounts for 12.3 percent of the cases of blindness at the School. Although a Michigan statute makes such procedure mandatory, the neglect was a result of carelessness on the part of physicians or else occurred where a doctor was not in attendance at the time of birth, according to Supt. Cauffman.

Congenital syphilis was responsible for 7.4 percent of cases of blindness; 15.6 percent were classified as congenitally blind, or blind because of lack of proper natural development; 5.2 percent were listed as "unknown blind" cases in which the cause of blindness was unknown, while the remainder, or approximately 50 percent of all cases of blindness, were caused by contagious diseases.



The Braille telephone switchboard attracts many blind students who are eager to learn its operation. A board with Braille numbered buttons replaces the lights of a standard board. When a call comes in, a button is projected above the surface of the board.



James, Joan, Jay, and Jean Schense are the names of South Dakota's quadruplets.

South Dakota Quadruplets

■ Lansing and Detroit both have quadruplets attending the public schools. The Detroit quads, however, don't attend school in Michigan, but in Detroit Township, South Dakota. While pictures of Lansing's Morlok quads have appeared in the MICHIGAN EDUCATION JOURNAL, the pictures of the South Dakota quads in the present issue of the JOURNAL are believed to be the first of this group published in Michigan. South Dakota's quadruplets are named James, Jay, Jean, and Joan Schense, and they were born in Aberdeen, South Dakota, January 13, 1931. They differ in height, weight, and personality according to the *South Dakota Education Association Journal*, who loaned the pictures to the JOURNAL. The South Dakota quadruplet's mother died five years ago and they now live with their father and stepmother. There are five other children in the family.

M.A.P.S.B.O. Officers

■ Supt. Fred Frostic of Wyandotte was elected president of the Michigan Association of Public School Business Officials at the second annual conference of that organization at Battle Creek, January 21-22. Harley W. Anderson, secretary and business manager, Kalamazoo public schools, was elected vice-president; and A. C. Lamb of the buildings and grounds department, Detroit public schools, was elected secretary. Directors of the Association are: Supt. Chester Miller of Saginaw, Supt. Eldon C. Geyer of Battle Creek, and H. F. Mitchell, business manager, Dearborn public schools.



FROSTIC

School Business Officials Annual Banquet

■ "Things I Have Learned About Things and People" was the topic of an address given by Dr. Ralph L. Lee of the Department of Public Relations, General Motors Corporation, Detroit, at the second annual banquet Friday, January 21, of the Conference of the Michigan Association of Public School Business Officials at Battle Creek. Dr. Eugene B. Elliott, state superintendent of public instruction, was toastmaster at the banquet. The Battle Creek Conference was a combined regional and state meeting of the National and Michigan Associations of Public School Business Officials.



LEE



ANDERSON



LAMB



Michigan school business officials at Battle Creek meeting.

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Robbins, Eldom
"Light for michigan's children
of the great darkness.

